***Olympic Core to College Project***

***2012-2013 Year End Report***

Section 1: Progress Report on Project Activities

Describe in some detail what you’ve done to date in your project in each of the following areas, A-C. [Note: if you haven’t done any work related to a specific area, simply indicate “NA.”]

1. Transcript-based placement approaches and other work related to placement processes

**Transcript-based placement was mentioned in our conversations this year. We will be investigating this in depth in 2013-2014, most likely during Winter quarter.**

1. Joint (college/high school) professional learning efforts around the Common Core State Standards and/or Smarter Balanced assessment

The Olympic Core to College project brings the high school teachers to Olympic College one day each academic quarter, joining with the OC faculty to better understand the CCCS and the Smarter Balanced assessments. These meetings will continue through Fall Quarter, 2014.

On October 17, 2012, we held our initial meeting, with ten high school teachers and four college faculty attending. Katy Absten, from ESD114, gave a presentation introducing us to the Common Core Standards, and the Smarter Balanced assessments. Groups of faculty worked through several Math problems typical of the OC curriculum, discussing teaching methods, curriculum materials, and most importantly, how the CCCS would affect both the students’ preparation and our methods of teaching these problems.

On February 20, 2013 we held our second meeting with twelve high school and six college faculty in attendance. We focused on the concepts of Cognitive Rigor and Depth of Knowledge which inform the CCCS and the Smarter Balanced assessments. We also discussed the Smarter Balanced “Claims for the Mathematics Summative Assessment” statements. Once again, we jointly tackled a math problem, this time chosen from the Smarter Balanced assessment items.

On May 15, 2013 we held our third meeting, with nine high school and six college faculty in attendance. The focus was on the SBAC and PARC assessments, and how the common core standards were reflected in the assessment items. The group math tasks this time worked with example items from PARC. In addition, three OC faculty presented our efforts in course development spanning college readiness and college level. These were an emporium model for 90 level math using Aleks, Integrated Math model involving co-enrollment in a 3 credit version of Math 99 with either Math 107 or Math 144, and a two quarter statistics sequence (one at the 90 level, one at 100 level).

1. Collaborative curriculum development in math and/or English (e.g., “bridge” or transition courses for high school seniors).

**N/A**

1. Other?

Section 2: Significant Challenges and “Thorny Issues”

1. Identify any significant challenges you’ve encountered with respect to implementation as you pursued your project goals and indicate how you’ve attempted to address each challenge.

**The only significant challenge is scheduling at a time when folks are able to attend. For example, the spring meeting was during “testing season” for the high school folks, and our attendance was noticeably down.**

1. Describe at least one “thorny issue” of practice for the project—a complex and ongoing issue for the work you’re doing that is unresolved and you think would have some relevance to other projects and would be worth exploring in more depth at the summer Institute.

**N/A**

Section 3: Communication & Collaboration

1. What kind of ongoing communication efforts have you utilized to inform faculty and staff in your college and partner districts about the work you’re doing and help them stay current on Common Core and Smarter Balanced implementation efforts?

**N/A**

B. What resources, activities or tools (especially web-based ones) would be most useful to you and your team in supporting your communication efforts and helping us foster cross-project collaboration?

**The one identifiable need at this point is help next year from folks that have worked with transcript-based placement – perhaps a presentation on their project and the results achieved that we could use as a discussion model.**